

## Houghton Conquest Lower School

### Policy for Primary Languages

*“Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.”*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239042/PRIMARY\\_national\\_curriculum - Languages.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)

*There is no requirement to teach a modern foreign language at KS1.*

Foreign language learning is a statutory requirement at KS2.

***Houghton Conquest Lower School will provide age-appropriate Primary Languages learning opportunities for all children in Years 3 and 4. The focus language taught in our school is French.***

#### ***Key stage 2 purpose of study (from Year 3 onwards).***

At Houghton Conquest Lower School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening, reading and writing. It also extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. In turn this supports our Values Education to consciously foster intercultural understanding.

#### **Aims and objectives of Primary Languages education at Houghton Conquest Lower School:**

The aims of Primary Language teaching are to:

- foster an interest in language learning by introducing children to another language in a way that is enjoyable and accessible to all pupils;
- stimulate and encourage children’s curiosity about language and creativity in experimenting with it;
- support oracy and literacy skills;
- help children develop their awareness of cultural similarities and differences;

- lay the foundations for future language study by pupils;
- provide an added perspective on first language teaching and learning;
- give an extra dimension to teaching and learning across the curriculum.

### **Speaking and Listening**

The children will learn to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences.

### **Reading and writing:**

- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neutral forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

### **Intercultural understanding**

The children will learn to:

- describe the life of children in the countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- recognise and mistrust stereotypes, and understand and respect cultural diversity.

### **Teaching and learning Primary Languages at Houghton Conquest Lower School**

We integrate language learning into everyday school life with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem -solving approach, giving children opportunities

to work out language and use it in a supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with learning a new language. ICT is used where appropriate to enhance teaching and learning.

There are three main contexts in which language teaching and learning takes place.

**1. Languages lessons**

Children are taught specific skills, concepts and vocabulary in 30 minute weekly dedicated lesson with the class teacher. The content of these sessions are reinforced by the class teacher during the week.

**2. Languages embedded into other lessons**

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson or children may count in another language while carrying out a maths activity. This acts to reinforce the vocabulary and structures they have learned.

**3. 'Incidental' language**

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly'; 'listen'; 'look'), to ask questions ('Who would like school dinner?'; 'What's today's date?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

## **Inclusion**

Primary Languages teaching at Houghton Conquest Lower School is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such ways as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

## **Planning, resources and staff development**

Teachers have attended training sessions. Opportunities for further training are via Inset and Professional Study Groups.

The aims of the training are as follows:

- to improve the linguistic skills of the teachers;
- to model and practise lessons to be delivered by the teachers;
- to familiarise teachers with the wide range of resources.

### **Monitoring progress and assessing attainment**

Opportunities to monitor the children's progress in Primary Languages are built into our assessment tool 'Classroom Monitor'. Most assessment is formative and is used to support teaching and learning and inform future planning. Pupil's attainment in listening, speaking, reading and writing are recorded on the end of year report to parents.

### **Links outside school**

Primary Languages gives us an ideal opportunity for making links outside school. We encourage children to share their experiences of visiting or living in other countries, and from time to time we welcome visiting speakers who are able to talk about life in the countries where the focus language is spoken. We make full use of ICT, including approved sites on the internet, to find out about life in countries.

The school works in partnership with Marston Vale Middle School to ensure that the correct areas of the curriculum are covered and to ensure a smooth transition between the end of Year 4 to Year 5. The Year 4 teacher will meet with the Middle school lead in Languages at least yearly and more often if required.

### **Monitoring of School Policy and Practice**

Monitoring the implementation of the Policy for Primary Languages will be carried out by the relevant Team of Responsibility and the Governing Body.

Signed:

Date:

*Dr S Burton*  
*Chair of Governors*